

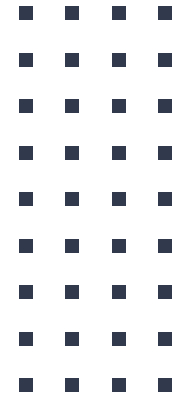


THE DOSS SCHOOL
CONSOLIDATED COMMON SCHOOL DISTRICT

Doss CCSD

Recovery and Acceleration Plan for
Resilient Schools Support Plan (RSSP)

SY 21 22



Board Presentation July 1, 2021



What is RSSP?

Resilient Schools Support Plan

- Customized technical assistance.
- Coaching, professional development, and implementation support in alignment to each district's individual needs and priorities.
- Support with continuously improving their identified highest leverage recovery and acceleration strategies.



As one way to address *unfinished learning* , Doss CCSD joined the TEA's Resilient Schools Support Program [RSSP]

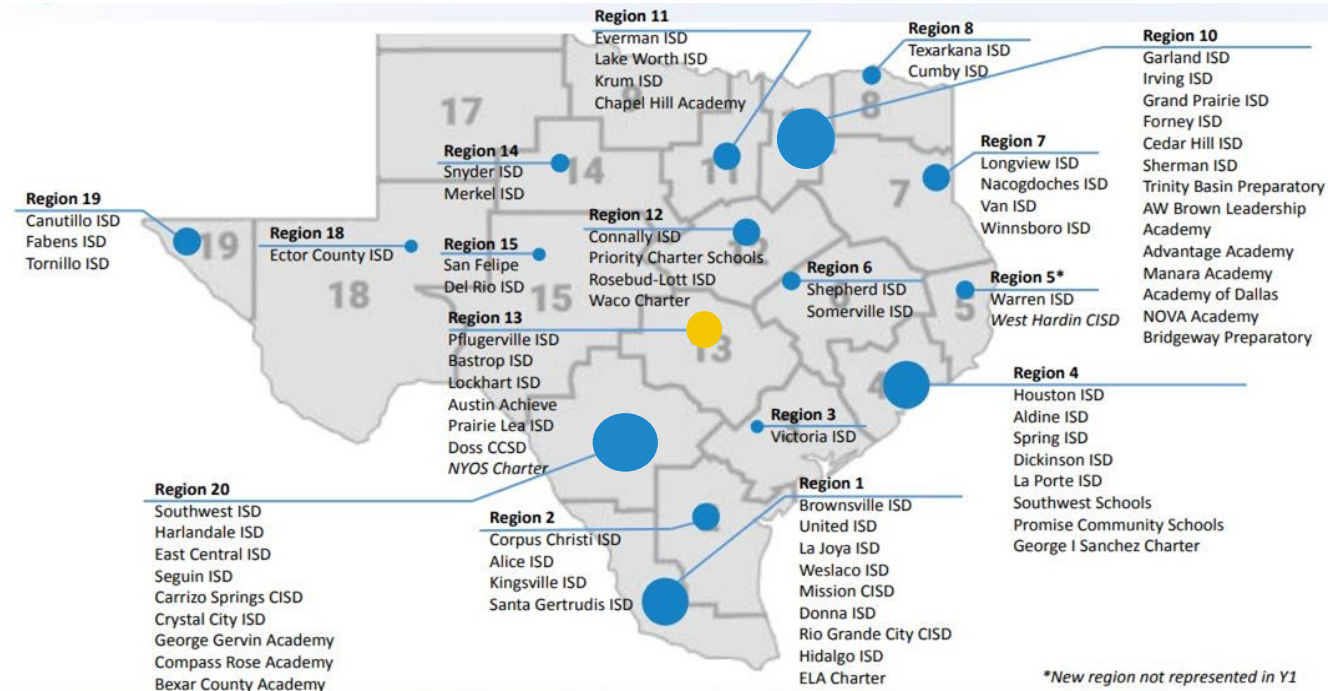


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Where We're Going for SY21- 22: Key Decisions and Priorities

How We'll Get There: Next Steps

Our school will prioritize the following educational beliefs to guide our work in the coming year:

Create and sustain an environment to inspire curiosity, respect tradition, and embrace excellence when...



Every teacher receives support that helps them to be effective

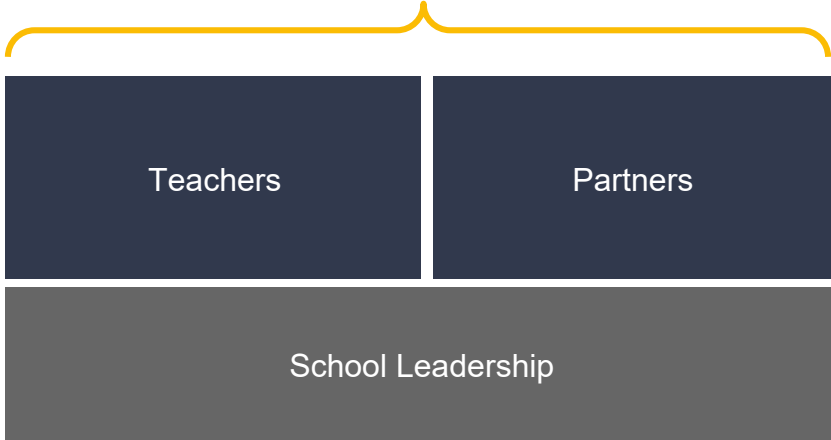


Effective, Tier 1 instruction engages every student in grade level learning



As part of the work with RSSP, Doss CCSD launched a school-wide Learning Acceleration Taskforce.

DOSS Recovery and Acceleration Taskforce



The priorities developed to address unfinished instruction were informed and influenced by all of the feedback from these stakeholder groups.

Key Findings from Stakeholder Engagement

Teacher Feedback- Literacy

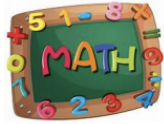
Things to Continue	Goal for Upcoming Year	Request for training/support
<ul style="list-style-type: none">● Screenings and assessments● Small group phonics instruction● Weekly writing instruction● Grade level book bag or novels	<ul style="list-style-type: none">● Explicit writing instruction● Writing across content area● Multi age grouping for reading● Incorporate word walls to support development of academic and content area vocabulary	<ul style="list-style-type: none">● TEKS resource system training and implementation● Regular data meetings to check on student groupings● Writing training including new STAAR assessment

Key Findings from Stakeholder Engagement

Teacher Feedback- Mathematics

Things to Continue	Goal for Upcoming Year	Request for training/support
<ul style="list-style-type: none">● Screening and assessments● Using manipulatives to support math concepts	<ul style="list-style-type: none">● Implementing learning from training (without it being too overwhelming)● Effective use of math manipulatives● Effective and Engaging work stations with student discourse incorporated into the work stations.● Look at the K-8 TEKS vertical alignment	<ul style="list-style-type: none">● TEKS resource system to support planning, including vertical alignment● Effective use of math manipulatives● Number talks to support daily math routine● Student discourse in math

Key Findings from Student Data



IXL Learning Math Public Information (K-8)

Class Data Confidential Due to Small Numbers

FY21 IXL Math	BOY	MOY	EOY
IXL Learning Software On-Track	8	8	7
Monitor	3	2	7
IXL Learning Software Support	7	7	3
IXL Mathematics	18	17	17



IXL Learning Reading Public Information (K-8)

Class Data Confidential Due to Small Numbers

FY21 IXL Reading	BOY	MOY	EOY
IXL Learning Software On-Track	8	9	8
Monitor	3	2	5
IXL Learning Software Support	7	6	4
IXL Reading	18	17	17

EOY: 06/2021

Beginning of Year Screening following COVID-19 at-home learning and summer.

Since April, the RSSP Committee has engaged in a detailed planning process to set us up for success next year.

Phase	Essential Question
0. Project Set Up	How will we organize ourselves to do this work?
1. Analyze Student Data	What is the data telling us?
2. Understand Stakeholder Needs	What is our community telling us?
3. Make Key Decisions	What is our high level plan to address our community's needs over the next 12-18 months?
4. Identify Short Term Actions	What needs to happen in the next-2 months to make this plan possible?
5. Align to Other Work	How does our Recovery and Acceleration plan connect to other work in our LEA?
6. Share Plan with Community	What have we decided and why?



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Where We're Going for SY2022: Key Decisions and Priorities

How We'll Get There: Next Steps

Doss has identified 2 priority areas for learning acceleration for SY21- 22 based on the Effective Schools Framework.



Effective Instruction

- Accelerated Tier 1 instruction to address learning loss
- Support for diverse learners (e.g., Students with Disabilities, English Learners)
- Teacher collaboration and data analysis



Effective, Well -Supported Teachers

- Observation and feedback
- Professional development
- Strategic scheduling and staffing solutions

To address each priority area, we have identified research - based, community vetted learning acceleration strategies.

Learning Acceleration Strategies

Foundational Strategy

Prioritize essential grade-level knowledge and skills using high quality instructional materials

- Full coverage of the TEKS and ELFS
- Provide support for implementation that includes clear and easy to follow guidance for teachers

Key Component of Effective Instruction

Mathematics

- Understanding builds from concrete, to representational to abstract (use of manipulatives and centers)
- Math instruction requires students to explain, justify and revise their thinking about important mathematical concepts.

Literacy

- Literacy instruction includes opportunities for students to read, write, and speak about both literary and informational grade level text.
- Daily literacy instruction includes an explicit, systematic practice with foundational skills. (K-3)

We then aligned other ongoing and new programming supports to these areas.

	Programmatic Supports
ESC 13 Math Specialist	Collaborative Instructional Support <ul style="list-style-type: none">• Facilitated planning• Just-in-time-teacher planning support• Just-in-time-whole group data talks• Instructional coaching
ESC 13/Other Literacy Specialist	Collaborative Instructional Support <ul style="list-style-type: none">• Facilitated planning• Just-in-time-teacher planning support• Just-in-time-whole group data talks• Instructional coaching
ESC 13 Early Childhood Specialist	Collaborative Instructional Support <ul style="list-style-type: none">• Highly Qualified teacher mentoring• Teacher planning support• Instructional coaching

Lastly, we have mapped these priorities onto our existing, long-term strategic priorities and goals for the school.

Priorities	Strategies	Additional Programming
<ul style="list-style-type: none">• Effective Instruction• Effective, Well-Supported Teachers	<ul style="list-style-type: none">• Prioritize Essential Knowledge and Skills• Effective Components of Math Instruction	<ul style="list-style-type: none">• Region 13 Specialists
<p>Student Performance Outcomes:</p> <ul style="list-style-type: none">• All individual students in grades 3-8 will score “meets or exceeds expectations” on Math and literacy STAAR assessments• The percentage of students who demonstrate at least one year of academic growth will increase from 35% to 65% by June 2024.		


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Next Steps: Implementation Plan - Overview of Learning Cycle



Learn/Develop	Implement	Support/Assess	Reflect
<p>Together Pam, Tanya and Meredith develop learning for the month (this could be PD, planning, or data analysis support.</p>	<p>Learning is shared with teachers along with clear guidance for implementation or connection to practice.</p>	<p>Data (student work, observation notes, lesson practices, etc.) are analyzed for impact of learning. <i>*note: this step may indicate next steps to be supported before our reflection meeting.</i></p>	<p>Based on impact of learning on practice and student outcomes, next steps are established to guide the next cycle.</p>



Next Steps: Literacy Implementation Plan - Cycle 1 (Aug - Sept)

Learn/Develop	Implement	Support/Assess	Reflect
<p>Teachers:</p> <ul style="list-style-type: none"> Supporting all students to read/write aligned to grade level expectations <p>Pam/Meredith:</p> <ul style="list-style-type: none"> Supporting teachers to implement grade level reading/writing through observation feedback 	<p>Teachers:</p> <ul style="list-style-type: none"> Supporting all students to read/write aligned to grade level expectations in practice <p>Pam/Meredith:</p> <ul style="list-style-type: none"> Supporting teachers to implement grade level reading/writing through observation feedback 	<p>Teachers</p> <ul style="list-style-type: none"> Analyze student work to determine alignment to grade level expectations. (What instructional moves impacted student learning) <p>Pam/Meredith:</p> <ul style="list-style-type: none"> Review student reading/writing samples for alignment to grade level standards Determine where instruction impacted student learning to share celebrations with teachers 	<p>Full Team:</p> <p>Where did professional learning transfer to teacher practice? Student learning?</p> <p>Utilize teacher feedback to determine next steps</p>
<p>Vision of Excellence</p> <ul style="list-style-type: none"> Consistent times are set aside to analyze student data <ul style="list-style-type: none"> Every teacher has completed a diagnostic and has an individual action plan for students based on BOY data. Small groups, used during the reading block, are differentiated based on needs identified in diagnostic/progress monitoring data Every teacher has an exemplar, that is aligned to grade level writing standard, for the weekly reading/writing focus assignment 			

**Note: ESC 13 and other literacy specialist is providing professional learning with teachers. RSSP will collaborate on the content of the professional learning and support implementation and impact on student learning to help inform the trajectory of the work.*

Next Steps: Math Implementation Plan - Cycle 1 (Aug - Sept)

Learn/Develop	Implement	Support/Assess	Reflect
<p>Tanya/Teachers:</p> <ul style="list-style-type: none"> • TEKS resource system training and implementation • Training on Number talks <p>Pam/Meredith:</p> <ul style="list-style-type: none"> • Observing instruction/review plans for alignment to standards (including aspect of rigor) 	<p>Tanya/Teachers:</p> <ul style="list-style-type: none"> • Support teachers to utilize resources to plan a lesson aligned to grade level standards <p>Pam/Meredith:</p> <ul style="list-style-type: none"> • Provide teachers positive feedback on alignment between instruction and grade level standard 	<p>Tanya/Teachers</p> <ul style="list-style-type: none"> • Lesson plan feedback aligned to professional learning <p>Pam/Meredith:</p> <ul style="list-style-type: none"> • Analyze student data from exit ticket/formative assessment to determine impact of instruction on student learning <p>Pam/Tanya/Meredith</p> <ul style="list-style-type: none"> • Classroom observations to inform the progress of our support 	<p>Full Team:</p> <p>Where did professional learning transfer to teacher practice? Student learning?</p> <p>Utilize teacher feedback to determine next steps</p>
<p>Vision of Excellence</p> <ul style="list-style-type: none"> • Math lessons are aligned to TEKS-activities and problems selected are aligned to the standard and aspect of rigor called for by the standard • Strategies modeled by the teacher are aligned to the aspect of rigor • There is an intentional opportunity for discourse built into the lesson each day • Student data is utilized to form small groups and track progress to goals 			

**Note: ESC 13 math specialist is providing professional learning with teachers. RSSP will collaborate on the content of the professional learning and support implementation and impact on student learning to help inform the trajectory of the work.*

Thank You

Contributing Members

- Pam Seipp
- Tanya Vacula
- Denise Ramey
- Doss Teachers
- Meredith Stolte